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The New
Whitman College
and the Old



Foreword

Q “A distinguished student of geography and of men has declared that the Northwest—meaning Oregon, Washington, Idaho, a part of Montana and a part of Canada—is likely to be the home of a better stock of men of our race than has yet been developed elsewhere in the United States, or in Canada, or in any part of the British colonies.”

The Old Whitman and the New

THE present Whitman College is enriched by a noble history. Harvard reveres the English clergyman who bequeathed it £750 and his library of 300 books. Yale celebrates the name of the English merchant who endowed it with £600; both institutions have struggled up from simple beginnings, by many sacrifices, to their present opulent life. Whitman has a yet more romantic and heroic history. The College bears the name of a great Christian missionary, who died at his post of duty in the Pacific Northwest, and whose vigorous life of service for his country will ever be an inspiration to its students; it expresses in its foundation the devoted loyalty of his friend, Cushing Eells, and his prophetic anticipation of the future importance of the region in which Dr. Whitman died; it lives today because of the sublime self-sacrifice of its founder, and in a lesser degree of those men and women who have given their lives and fortunes to it. As it looks backward, it is conscious of an heroic past and a rich inheritance of faith and effort. It must be loyal to its founders.

*Its
Heroes*

IT HAS acquired traditions in the fifty-one years of its actual existence. The fine scholarship of Williams College was *blended* in Cushing Eells with Christian earnestness, and today Whitman College stands in the life of the Northwest for these two distinct ideals, of a service which shall be Christian in its spirit and scholarly in its standards. To these ideals must be added that of the College life today, namely, a certain wholesome friendliness between all its members, exemplifying the brotherhood of man.

WHAT has the College achieved besides these three inestimable traditions? It has grown from a village school of 1866 to a college of the New England type, whose *students* pass with full credit to equal standing in the best colleges and universities of the East. Its present *Freshman* class numbers seventy-five. It has accumulated already a larger endowment than Yale had after a hundred years, and has a total property valued at over a half a million of dollars. It has a beautiful campus, several modern and well-equipped buildings of stone and brick, a library of over fifteen thousand volumes, good though crowded laboratories for Biology, Physics and Chemistry, a valuable museum, a Faculty whose learning and devotion could not well be surpassed, and a student-body whose loyalty and enthusiasm are equally noteworthy.

IT OFFERS 227 courses each semester, 675 hours each week, of instruction in Philosophy, Pedagogy, History, Economics, Hebrew, Greek, Latin, French, German, Spanish, Italian, English, Mathematics, Astronomy, Mechanical Drawing, Physics, Chemistry, Biology, Geology, Science of Music, Domestic Science, and Physical Training. The student who graduates must have finished acceptably 128 hours of such work, made up first of certain definitely prescribed studies; second, of 32 hours in his "major" study, and the balance of electives, varying with the degree for which he is a candidate. The College gives four degrees, Bachelor of Arts, Bachelor of Science, Bachelor of Letters, and Bachelor of Music. Its graduates are accepted as candidates for the Master's degree in one year by every American university.

BY REASON OF its high entrance requirements of thirty-two credits, the College is obliged to maintain a preparatory department, Pearson's Academy, in order to prepare the many students who come to it unable to enter the Freshman class without conditions. All work in the Academy is under the supervision of the Principal and the direction of college professors. Its students have the advantage of the College atmosphere. The graduates of Pearson's Academy are prepared to enter any college or university in the land.

*Its Present
Work*

*The
Academy*

THE Whitman Conservatory of Music maintains similar high standards of musical art and scholarship. It has well-developed departments of Pipe Organ, **The Conservatory** Piano, Voice, Stringed Instruments, Wind Instruments, and Science of Music, with a large corps of thoroughly trained and experienced teachers. The pipe organ, orchestra, band, choral society, glee clubs, chapel choir, concerts and recitals enrich the life of the institution and contribute both to its pleasureableness and to the development of artistic appreciation. Besides the degree of Bachelor of Music, diplomas and normal certificates are awarded to those who have attained the requisite scholarship and proficiency. The President of the College is also Director of the Conservatory.

WHITMAN COLLEGE, therefore, is today a small institution of less than four hundred students of both sexes, established on a firm foundation of endowment **Summary** and property, dependent in part upon the tuition fees of its students and the gifts of its friends, and already rich in its history, traditions, and religious spirit. As a private institution, it is free from political or sectarian domination. It stands for the highest in scholarship and in character.

The New Whitman

IN ORDER to understand the natural development which is before the College, it is necessary first to appreciate its geographical location at the strategic centre of the great Northwest. Cushing Eells was providentially guided when he located the College at Walla Walla, the garden spot of "Old Oregon," for he unconsciously selected the one site which, with incomparable advantages of mild climate and fertile soil, would be equally advantageous as an educational centre for the future populations of Idaho, Oregon, and Washington. Other cities will be larger as the Northwest develops, but none is so centrally located, and as the great agricultural and horticultural enterprises of the Inland Empire are pushed to completion and irrigation reclaims great areas now useful only for grazing, Walla Walla will be surrounded by a densely settled territory of unrivalled prosperity and will be recognized as an ideal college town. Within a radius of two hundred and fifty miles are found the present cities of Spokane (100,000), Portland (200,000), Tacoma (100,000), Seattle (250,000), Boise (25,000), and many smaller towns of from two thousand to ten thousand population, with a total population today, within the circle, of at *Strategic Location*

least a million and a half. And this region, blest with extraordinary natural resources, is easily capable of sustaining a population of fifty millions. Whitman College is at its centre.

*B*ECAUSE of this remarkable central location, commanding the three states, the Trustees of Whitman College feel that the College must be made, in a larger sense, the representative educational institution for the whole Northwest. It must meet the needs of a larger constituency than it does today, and without forgetting its history and traditions, must contribute more effectively to all the developments which shall take place in the life of the Northwest. What Harvard and Yale are to New England, Whitman hopes to be to the Northwest.

*A*S THE first step towards its new responsibilities, it proposes to establish a School of Technology, where engineers will be trained to develop the astonishing natural resources of the Pacific Northwest. Certain definite peculiarities will characterize its engineering departments: *first*, they will be established in order, one after another, as rapidly as means are provided for equipment and instruction equal to the best in the United States; *second*, the highest standards of proficiency will be demanded of the students who receive a degree in engineer-

*School of
Technology*

ing; *third*, the value of culture as well as of technique will be distinctively recognized in the curriculum; and *fourth*, the influences and inspirations of the present life of the College will be brought to bear equally upon the lives of the engineering students. Departments of Civil, Mechanical, Electrical, Hydraulic, and Mining Engineering will be founded, in fact are already begun so far as the first three years of instruction are concerned in which a common foundation is laid.

THE Trustees of the College feel that Whitman has a distinct and rare influence to exert on the development of the Northwest, and they believe that this may be exerted in a large degree by means of the skilled engineers whom it will train. The natural wealth of the region tributary to the College is incalculable. Great water powers, mines of gold, silver, copper, lead, and coal, vast stretches of irrigable lands, forests of fir, pine and cedar, await development and presage a rich and populous civilization in the future.

A SCHOOL of Forestry and Irrigation is needed for the training of experts to conserve the great timber resources of the Northwest, to assist in caring for the thirty-one forest reserves which the Government of the United States has

*Natural Resources
of the Northwest*

*School of
Forestry and Irrigation*

already set apart with a total area of 63,250 square miles, and to direct the reclamation of vast areas of arid and semi-arid land.

A SCHOOL of Commerce and Banking is needed to develop trained financiers who can adequately solve the business problems of the Northwest and honorably guide its economic and financial development.

IN ADDITION to the School of Music already flourishing, an Art School is needed for the cultivation of the æsthetic side of life and for enriching the civilization of the future with the influence of painting and sculpture. The study of architecture and the training of architects will be a feature of this department.

WHEN these steps have been taken, all in the line of higher standards of education and of a more efficient life, what will Whitman College be? It will still be a college and not a university; it will still offer work only for the bachelor's degrees; it will still be true to its traditions and its religious spirit; and it will still aim at quality, rather than quantity, seeking not so much large numbers of students as to give the finest and most effective training to the students, whether few

*Modest
Aims*

or many, who come to it ambitious for the best. It will steadfastly prefer being great to being big.

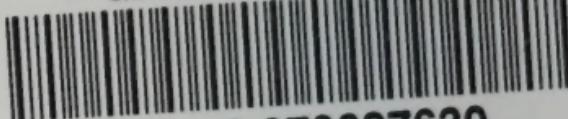
The Cost

WHAT will it cost to carry out these plans? A conservative estimate would provide for the following buildings as necessary:

Two Science Buildings, equipped, each . . .	\$100,000	\$200,000
Three Dormitories, each	50,000	150,000
A Central Heating Plant		40,000
Library Building . . .		50,000
Conservatory of Music		75,000
Chapel (in memory of Cushing Eells) . . .		50,000
Art Building . . .		50,000
Academy Building (for Persons Academy)		50,000
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Total for buildings		\$665,000

BUT these buildings must be maintained and the new departments properly endowed, or the College would quickly become bankrupt. An increase of students and equipment means an increase of expenses. The endowment of the College must be greatly increased.

Five Science Departments, each	\$100,000	\$500,000
Library Fund		100,000
Twenty Professorships, each	30,000	600,000
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Total for endowment		\$1,200,000



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Still a College

IF THESE figures seem too ambitious, it should be remembered that they would still leave Whitman a "small college," in the class of Amherst, Dartmouth, Oberlin, and Williams, the endowments of which are listed respectively at \$1,800,000, \$2,600,000, \$1,800,000, and \$1,400,000. They contemplate no costly post-graduate departments, no "university" work, but merely the fitting of the College to do in the best manner the preparatory training of the professional men of the Northwest, its engineers, lawyers, doctors, ministers, bankers, merchants, artists, architects, musicians, and scholars. In large numbers these men are now going to Eastern colleges because of their superior advantages. Is it not time that the Pacific Northwest should have its own Yale or Harvard, a non-political, non-sectarian private institution, maintaining the highest standards of scholarship and loyal to the noblest ideals?

Help Whitman College to become this!

Prof. A. W. Hendrick has been appointed by the Trustees Dean of Whitman College and entrusted with the campaign outlined above.